

PONAGANSET MIDDLE SCHOOL

Alternative Learning Program ALP Informational Packet 2011-2012

"Learn from the past, live in the present, plan for the future"

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PURPOSE

Your child has been recommended for the Ponaganset Middle School Alternative Learning Program (ALP) to promote his/her success in school. In this program, we will be working on academic as well as behavioral/social skills that will enable your child to succeed in the general academic setting. We are aware that each student is different with their own individual needs and goals. Thus, we strive to be creative and “think outside of the box” while working with our students.

This placement in the ALP may not be for the entire school year. It has been designed in a way that allows for access to the general education curriculum. Goals will be established based on a student’s individual needs. The objectives of the program include supporting students both behaviorally and academically. As with every student at Ponaganset Middle School, ALP students are expected to take PRIDE in their **A**cademics, **B**ehavior, and **C**ommunity.

Within this packet, you will find all of the necessary information pertaining to the ALP. Student expectations, classroom procedures, entrance and exit criteria are detailed in this packet. Your child’s attendance and participation will play a pivotal role in determining their success in the program. You can anticipate regular communication from the ALP teacher.

If you have any questions about the program, please feel free to contact the ALP teacher, Mr. Lang at 401-710-7500 x 2140 or at jlang@fg.k12.ri.us.

We look forward to working with you and your child,
The ALP Support Team



“Learn from the past, live in the present, plan for the future”

Table of Contents

I.	ALP Guidelines	
A.	Program Entrance Criteria	4
B.	Length of Placement	4
C.	ALP Student Expectations	5
D.	ALP Levels of Support	5
E.	Behavior Intervention Plans: Individual	5
F.	Classroom Supports	6
1.	Accessing the ALP	6
2.	Accessing Support Services	6
G.	ALP Classroom Procedures	7
1.	Reflection Room	7
2.	ALP Structured Interventions	8
H.	Acknowledgment System/Positive Rewards	10
I.	ALP Discipline Policies and Procedures	11
J.	Program Exit Criteria	12
K.	ALP Support Team Meeting Process	13
1.	Intake Meeting	13
2.	Parent/Guardian Intake Meeting	13
3.	Student Progress Review Meeting (general and exit)	13
L.	ALP Transition Process: Grade 8-Grade 9 & Grade 5-Grade 6	14
II.	ALP Documentation Forms	
A.	Classroom Forms	
1.	Tracking Form	15
2.	PRIDE Expectation Reflection Sheet	16
3.	Incident/Concern Report	17
4.	Weekly Check In/Out Tracker	18
5.	Daily Point Sheet	19
6.	Behavior Intervention Plan (BIP): Individual	20
B.	Parent Consent Forms	
1.	Parent/Guardian Contact Information Form/Contact Log	21
2.	Transportation Consent Form	22
3.	Physical Restraint Policy Notification Form	23
4.	ALP Packet Signature Page	24
C.	ALP Support Team Meeting Forms	
1.	ALP Intake Checklist	25
2.	Parent/Guardian Intake Checklist	26
3.	ALP Progress Summary	27
4.	ALP Student Review Form	28
D.	ALP Transition Checklist: Grade 8-Grade 9	29
E.	ALP Transition Checklist: Grade 5-Grade 6	30

The Ponaganset Middle School Student Agenda covers all other rules, policies, and procedures not specified in this packet. Students in the Alternative Learning Program are expected to adhere to the rules and policies listed in the Middle School Agenda as well as the guidelines listed in this packet.




ENTRANCE CRITERIA


A school based team (PST, ET, IEP) may request that a student be considered for the Ponaganset Middle School Alternative Learning Program based on the following criteria:


- Lack of response to instruction and interventions provided to date (including rates and gaps of improvement, intensity of intervention/supervision needed), based on review of the following data:
 - Office Discipline Referral data
 - Report card/Progress report data
 - Attendance records
 - Functional Behavior Assessment
 - Special Education Evaluation Results (if applicable)
 - Tier II Interventions and results
- Recommendation by a new student's previous school district
- In special circumstances, the Ponaganset Middle School administration does reserve the right to initiate a short term placement for a student in the Alternative Learning Program on an emergency basis if it is in the best interest of that student and of others

Length of Placement

As a general rule, students are placed in the Alternative Learning Program for a minimum of 45 school days. If a student's goals are obtained and progress is documented, a plan for the student to transition out of the program will be developed by the ALP/IEP Team. The team will determine appropriate support (resource, Tier II, etc.) necessary to continue the student's success. If it is in the best interest of the student and others, placement in the Alternative Learning Program may be increased or decreased at the discretion of the ALP team, and the district administration. All changes for students with IEPs will adhere to Rhode Island State Regulations.

	<p><u>ALP Student Expectations:</u> Students assigned to the ALP will be expected to:</p> <ul style="list-style-type: none"> • Follow their daily schedule including scheduled Learning Lab and/or Study in the ALP • Complete required academic assignments • Follow the school behavioral expectations (see student handbook, PRIDE expectations) • Follow ALP Program Procedures as listed in the ALP Informational Packet
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<p><u>ALP Levels of Support:</u></p> <p><u>Student Program Levels:</u> The ALP Support Team will determine the appropriate level a student will be placed upon entering the ALP program as evidenced by data determining student's levels of academic, behavioral, and social/emotional functioning.</p> 	<p>LEVEL 3: Student frequently accesses the ALP other than the scheduled Learning Lab/Study (several times daily; Check In Check Out). This access can be student or staff initiated. Student is monitored in other areas of the school as warranted.</p> <p>LEVEL 2: Student accesses the ALP other than the scheduled Learning Lab/Study (once or twice daily; Check In Check Out). This access can be student or staff initiated.</p> <p>LEVEL 1: Student minimally accesses the ALP other than the scheduled Learning Lab/Study (once or twice a week). This access can be student or staff initiated.</p>
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<p><u>Behavior Intervention Plans: Individual:</u></p> <p>The ALP staff will design individual behavior plans as needed. These plans will be based on specific individualized goals as determined by the ALP Support Team. The BIP will outline the function of the student's behavior and objectives for the development of replacement behaviors. The BIP will be shared with the student's classroom teachers and others as appropriate. The ALP Support Team will monitor/revise individual BIPs as needed.</p>	
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Classroom Supports: Ponaganset Middle School provides professionals from multiple disciplines to support students in the Alternative Learning Program. The ALP classroom is staffed by a Certified Special Education Teacher and a Certified Teacher Assistant. Additionally, Support Service personnel are also available: School Psychologist; School Social Worker; Student Assistance Counselor; Guidance Counselor; Behavior Specialist. Support Service Personnel is also available to support families in accessing community supports.

Accessing Support Services: If a student requests to speak with a counselor or an ALP staff member recommends intervention by Support Services (School Psychologist, School Social Worker, Student Assistance Counselor, or Guidance Counselor) other than at a regularly scheduled time, the following steps will be taken:

- ALP staff member will contact appropriate counselor to arrange a time for student to meet with a counselor
- If a student makes statements/actions suggestive of self-injury or harm to others, an ALP staff member shall notify a counselor immediately; if a counselor cannot be accessed, then administration should be notified. Parents/Guardians will be notified of any reports of this nature.

Accessing ALP: If a student makes the choice or is directed to access the ALP room other than their scheduled Learning Lab/Study/Check In Check Out, the following steps will be taken:

Access due to behavioral concern:

- The classroom teacher will notify ALP staff immediately
- Student will be expected to report directly to the ALP Reflection Room (defined below)
- Once the student has displayed appropriate behaviors and is following directions they will be expected to complete a Tracking Form and a PRIDE Reflection Form
- ALP staff will process the incident with the student
- Student will be expected to complete the assigned classwork in the ALP Room.
- Student will report to their next scheduled class as deemed appropriate by ALP staff

Access for academic support:

- The classroom teacher will notify ALP staff immediately
- Student will complete Tracking Form upon entering the ALP classroom
- Student will be expected to present staff with classwork to be completed
- ALP will assist as appropriate to complete classwork
- Student will report to their next scheduled class as deemed appropriate by ALP staff

In all cases for accessing ALP:

- If a student chooses to not follow the procedure to access the ALP, additional consequences may be put in place (detention, lunch detention, restriction of schedule, or other discipline procedures as outlined in subsequent section) as determined by ALP staff and administration

ALP CLASSROOM PROCEDURES

Reflection Room: This area is a small room within the Alternative Learning Classroom for students to work quietly or take time to reflect. This provides a confidential space for the student to process with ALP staff if needed. It is utilized in the following manner:

- ✓ Students may be directed to the Reflection Room upon accessing the ALP during unscheduled times (see above)
- ✓ Students may request time in the Reflection Room if they feel it would help them to concentrate or to calm down or allow for space to do work
- ✓ ALP staff may direct students to the Reflection Room if they determine the student is a distraction to the classroom or is in need of taking space
- ✓ Behavior that will result in use of Reflection Room:
 - Any Critical Incident (defined in later section)
 - Swearing
 - Rapid loss of points
 - Disrespect towards staff
 - Refusal to go to Class
 - Refusal to complete work
 - Being sent out of class by a teacher
 - Not following directions



- ✓ Reflection Room (RR) guidelines also include:
 - If a student chooses to enter the RR VOLUNTARILY, there are no consequences unless you stay in for longer than five minutes
 - If a student is SENT into the RR, the student automatically will have a lunch detention
 - If a student is in the RR for more than 30 minutes the student will automatically have an after school detention
 - If a student is sent out of a class by a teacher for a behavior concern, the student is to go into the RR and automatically have a lunch detention
 - If a student is sent into the RR the student must ask to start five minutes of quiet, reflection time and complete a PRIDE Reflection Sheet before leaving the RR

ALP CLASSROOM PROCEDURES

ALP Structured Interventions: In order to ensure student success, structures are in place to monitor academic and behavior functioning in the mainstream and ALP classrooms. These interventions include Check In Check Out; Daily Point Sheet; Learning Lab and Structured Study (as defined below).



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- ✓ **Check In Check Out:** Students on Levels 2 and 3 are required to check in the ALP in the morning and check out in the ALP room at the end of the school day. The following procedure and expectations are in place:

Check In:

- Student must come to Rm. 140 AFTER telling your homeroom teacher you are here.
- Student will show their agenda, homework (completed) and notebooks to the appropriate staff member.
- If a student has a Daily Point Sheet (defined below), the student needs to bring it to class and have teachers complete it.
- Students who do not Check-In have a lunch detention.
- If a student repeatedly does not follow the Check In procedure, additional consequences may be put in place (detention, lunch detention, restriction of schedule, or other discipline procedures as outlined in subsequent section) as determined by ALP staff and administration.

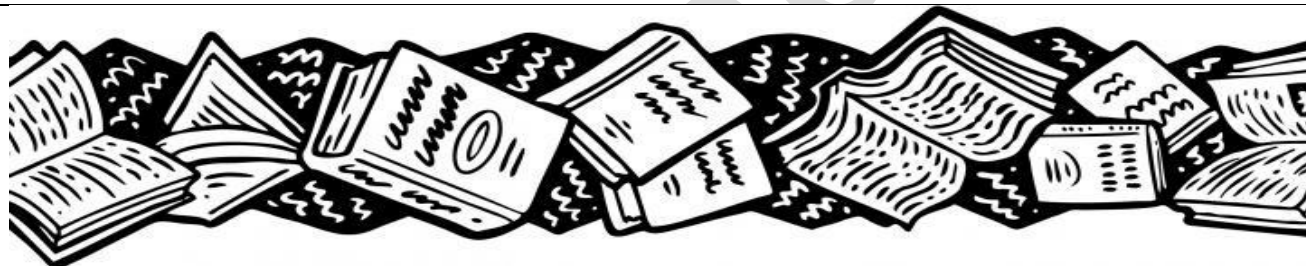
Check-Out:

- Student will leave their class at 1:45, go to their locker and come down to Rm. 140.
- Student will show their agenda (filled out), homework and notebooks to the appropriate staff member.
- Student will hand in completed Daily Point Sheet, if required.
- Students that do not Check-Out will have a lunch detention the following day.
- If a student repeatedly does not follow the Check Out procedure, additional consequences may be put in place (detention, lunch detention, restriction of schedule, or other discipline procedures as outlined in subsequent section) as determined by ALP staff and administration

ALP CLASSROOM PROCEDURES

ALP Structured Interventions (cont.):

- ✓ Daily Point Sheet: Students on Levels 2 and 3 may be required to utilize a daily point sheet. This sheet outlines targeted expectations for classroom behavior. The student is required to have each teacher rate his fulfillment of expectations for each class period.
 - Students will receive their sheet at Check In and hand in their sheet during Check Out
 - Students who do not hand in their point sheet, or submit an incomplete point sheet will have a lunch detention the following day
 - If a student repeatedly does not utilize the point sheet as assigned, additional consequences may be put in place (detention, lunch detention, restriction of schedule, or other discipline procedures as outlined in subsequent section) as determined by ALP staff and administration



- ✓ Learning Lab/Structured Study:
Students have scheduled time in the ALP classroom to receive specialized instruction (per IEP goals) and to complete academic assignments.
 - Students scheduled for a Learning Lab receive a grade for their participation as assessed by a rubric (see below). This is offered for students with Individual Education Plans (IEP)
 - Students scheduled for a Structured Study are expected to utilize the time to complete academic assignments.

Direct Learning Lab Rubric

- 4 (A) – I was actively engaged in learning materials. I was prepared for class with all necessary materials to be productive. I used the entire period wisely.
- 3 (B) – I was actively engaged in learning materials. I was prepared for class with most materials to be productive. I used most of my time wisely.
- 2 (C) – I was engaged in very little learning materials. I was not completely prepared for class. I used very little time wisely.
- 1 (F) – I did not engage in learning materials. I was not prepared and was missing materials. I did not use my time wisely.



Acknowledgement System/Positive Rewards

At the discretion of ALP staff, students are acknowledged for appropriate behavior in the following ways:

Gotcha Tickets: Student may be given a gotcha ticket as acknowledgment for the following appropriate behavior:

- Student has met school-wide PRIDE expectation
- Student has followed Check In and Check Out procedure

Computer Time: Student may be given time on the ALP classroom computer as acknowledgment for the following behaviors:

- Student has earned between 80%-100% of their points
- Student displays above average effort on a particular academic assignment

Library Time: Student may be given time to go to the library as acknowledgment for the following behaviors:

- Student has earned between 80%-100% of their points
- Student displays above average effort on a particular academic assignment

Break Time: Student may be given time for a break and can choose to read, use handheld video game, sit in bean bag chair, etc. as acknowledgment for the following behaviors:

- Student displays above average effort on a particular academic assignment
- Staff recognizes student's effort in academics and/or behavior while in the ALP classroom

School Dances/Field Trips: Student may be allowed to attend school dances or field trips as acknowledgment for the following behaviors:

- Student has earned between 70%-100% of their points
- Student do not have any Critical Incidents (defined below) one week prior to event

Wii: Student may be given time to play a Wii game as acknowledgment for the following behaviors:

- Student has earned between 80%-100% of their points for 5 days
- Student cannot have any Critical Incidents during those 5 days

Friday Lunches: Student can earn lunch from an outside vendor as acknowledgment for the following behaviors:

- Student has earned between 90%-100% of their points for 5 days
- Student cannot have any Critical Incidents during those 5 days

ALP Disciplinary Policies and Procedures

The Ponaganset Middle School Student Agenda covers all school rules, policies, and procedures not specified in this packet. Students in the Alternative Learning Program are expected to adhere to the rules and policies listed in the Middle School Agenda as well as the guidelines listed in this packet.

Leaving the school building/assigned area: If a student makes the choice to leave the school building, these steps will be taken:

- School staff will verbally engage the student to return inside
- If the student refuses to return inside within a reasonable amount of time (3-5 minutes) or leaves the immediate perimeter of the building, the local police department will be notified to ensure your child's safety
- Office Discipline Referral

Cutting Class/Not reporting to assigned area: If a student makes the choice to not follow their assigned schedule, i.e. cutting class, not reporting to assigned area, these steps will be taken:

- First and second incident will result in lunch detention in ALP room or after school detention
- After three incidents, ALP staff will provide an escort to and from all scheduled classes and lunch detention. If necessary, staff will also provide support within the classroom or cafeteria.
- The duration of this escort will be reviewed at ALP Support team meetings.

Critical Incident (CI): The ALP has defined consequences for significant disruptive behavioral incidents:

Incident	Consequence
Spitting	Lunch Detention(s)
Spitting on a Person	After School Detention(s)
Skipping Class	Lunch or After School Detention(s)
Damaging School Property	After School Detention(s)
Throwing Objects	After School Detention(s)
Throw Object at Person	Assist. Principal
Theft	Assist. Principal
Leaving School Building	Assist. Principal
Physical Aggression	Assist. Principal
Harming Yourself	Restraint and Parent/Counselor Phone Call
Physical Restraint	Based on Prior Behavior

Unsafe Behaviors: If the student engages in unsafe behaviors (any action that results in a student endangering the well-being of others or themselves), these steps will be taken:

- If the situation warrants physical intervention in order to ensure safety, the physical restraint policy will be followed.
- School support personnel notified as needed for risk assessment.



EXIT CRITERIA

The ALP Team will consider the following sources of data in order to transition a student from the program:

Criteria*	Data Source
Academic Performance-Satisfactory/Passing	Report Cards/Progress Reports Academic Records via MMS
Behavioral Performance-Satisfactory/Minor Referrals to ALP	Daily Point Sheets ALP Tracking and PRIDE Reflection Sheets
Behavioral Performance-Satisfactory/Minimal referrals to Administration	Office Discipline Referrals
Consensus by ALP Team	ALP Team Review-Meeting Notes (Quarter and Mid-Quarter Reviews)

Academic Performance: The ALP will determine the level of concern based on the following criteria:

High: The student is failing three or more classes as evidenced by: report cards, progress cards, academic records via MMS.

Moderate: The student is failing one or two classes but data indicates concern in other classes as evidenced by: report cards, progress cards, academic records via MMS.

Low: The student is failing zero or one class but maintaining passing grades in other classes as evidenced by: report cards, progress cards, academic records via MMS.


Behavioral Performance: The ALP will determine the level of concern based on the following criteria:

High: The student has several behavioral concerns as evidenced by: office discipline referrals, academic records via MMS; PRIDE Expectation Reflection sheets.



Moderate: The student has moderate behavioral concerns as evidenced by: office discipline referrals, academic records via MMS; PRIDE Expectation Reflection sheets.

Low: The student has minimal behavioral concerns as evidenced by: office discipline referrals, academic records via MMS; PRIDE Expectation Reflection sheets.

- ALP will continually review all students during the ALP Support Team meetings and make recommendations for exit at mid-quarter progress time and quarter report card time.
- Upon exiting, the student's case will be reviewed by his IEP team (special education) or the school PST team (regular education) to aid in appropriate Tier II program planning (academic support and behavior plan if needed). An individual behavior intervention plan (BIP) will be developed if necessary to ensure consistency during the transition to a less restrictive placement.
- Any student exited from the ALP can be reviewed by the ALP Team at the request of the Case Manager (special education student) or by PST (regular education student) as indicated by available data.

<p><u>ALP Support Team Meeting Process:</u></p> <p>The ALP Support Team will meet on a bi-weekly basis to intake new students, review student progress, and recommend students for exit from the program. The ALP Teacher will coordinate and chair the meetings. The support team may consist of any of the following professionals as appropriate:</p> <ul style="list-style-type: none"> • Classroom Support Personnel: Teacher, Teacher Assistant • Administrators: Principal, Assistant Principal, Special Education Administrator • Support Service Personnel: School Psychologist, School Social Worker, Student Assistance Counselor, Guidance Counselor, Behavior Specialist 	 <p><u>Student Progress Review Meetings:</u> The ALP Support team will meet to review student progress. The goal of this meeting is to follow an outlined agenda to review ongoing student performance and also for consideration for exit from the ALP.</p> <ul style="list-style-type: none"> • The ALP teacher will determine the agenda based on classroom data and input from other professionals. Academic and behavior progress data will be reviewed at this meeting • The ALP will make recommendations for exit at mid-quarter progress time and quarter report card time based on program exit criteria
<p><u>Intake Meetings:</u> If a school based team requested a student be considered for ALP placement, the ALP Support Team will convene to discuss appropriateness of the placement. An ALP Intake Checklist will be completed at this meeting.</p> <ul style="list-style-type: none"> • If a student is appropriate for the ALP, a Parent/Guardian Intake Meeting will then be convened to review the program expectations • If the ALP Support team determines that the student does not meet the entrance criteria, the next step would be to review their recommendations with the referring source 	<p><u>Parent/Guardian Intake Meetings:</u> If the ALP Support Team determines a student is appropriate for ALP placement, a Parent Intake Meeting will be scheduled. At this meeting, the following will occur:</p> <ul style="list-style-type: none"> • The ALP Informational Packet will be reviewed with the student and family • The parent will be asked to sign all necessary consent forms • The starting date for placement will be decided

ALP Transition Process: The ALP Support Team will coordinate with the elementary schools of Foster and Glocester to ensure a smooth transition for students entering grade six. The team will also coordinate with the ALP Support Team of Ponaganset High School to ensure the smooth transition for students entering grade nine. This will be accomplished through information sharing, school visits, and family engagement.

<p><u>Information Sharing:</u> <u>Grade 5-Grade 6</u></p> <ul style="list-style-type: none"> ○ The ALP Classroom Teacher will meet with elementary school staff in the Spring ○ A Transition Checklist will be completed (p.29) ○ A School Visit will be arranged 	 <p>Middle School</p> <p><u>School Visits:</u></p> <ul style="list-style-type: none"> ○ A visit to the PMS ALP will be scheduled for late May ○ Student will meet with the ALP teacher and discuss goals 	<p><u>Family Engagement:</u></p> <ul style="list-style-type: none"> ○ A Parent Intake meeting will be scheduled in June at PMS ○ Attendance shall include: <ul style="list-style-type: none"> • Student • Parent/Guardian • PMS ALP Support Team ○ Information Packet presented and explained ○ Family invited to visit ALP classroom with their child
<p><u>Information Sharing:</u> <u>Grade 8-Grade 9</u></p> <ul style="list-style-type: none"> ○ The ALP Classroom Teacher gather grade 8 team summary ○ The PMS ALP Classroom Teacher will meet with the PHS ALP Support team in the Spring ○ A Transition Checklist will be completed (p. 30) ○ A School Visit will be arranged 	 <p>PHS Chieftains</p> <p><u>School Visits:</u></p> <ul style="list-style-type: none"> ○ A visit to the PHS ALP will be scheduled for late May ○ Student will also participate in grade eight Freshman Transition events 	<p><u>Family Engagement:</u></p> <ul style="list-style-type: none"> ○ A Parent Intake meeting will be scheduled in June at PHS with: <ul style="list-style-type: none"> • Student • Parent/Guardian • PMS ALP Teacher • PHS ALP Support Team • PHS Guidance Counselor ○ Information Packet presented and explained ○ Family invited to visit ALP classroom

Tracking Form

NAME: _____

Date	Time	Class	Reason

PRIDE Expectation Reflection Sheet

Name: _____

Date: _____

Please circle the expectation not fulfilled:

ACADEMIC EXPECTATION:

Prepared

Responsible

Independent

Determined

Effort

BEHAVIOR EXPECTATION:

Positive

Respect

Integrity

Dedication

Excellence

Describe the situation whereby the expectation was not fulfilled:

Reflect on what may have been a better choice:

Identify a goal for the future in meeting PRIDE expectations:

Incident/Concern Report

Date of Incident: _____ Place of Incident: _____

Student(s) involved: _____

Staff Present: _____

Length of Incident:

Starting Time: _____

Ending Time: _____

Sequences of events that led up to incident: _____

Incident: _____

Consequences: _____

Administrator Informed of Incident: _____

Teacher/Staff Signature: _____

Weekly Check In/Out Tracker

Name: _____

Week of: _____

Check In

Check Out

	Agenda	Completed HW	Notebooks		Completed Agenda	HW	Notebooks
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Daily Point Sheet

Name: _____ HR: _____ Date: _____ Day: _____ Team: _____

0. Needs Improvement 1. Good 2. Excellent N/A: Not Applicable

Behaviors	TARGET BEHAVIOR #1	TARGET BEHAVIOR #2	TARGET BEHAVIOR #3	Teacher's Initials	Comments
Math					
Science					
ELA					
Social Studies					
Study					
Common Area					

Critical Incidents: No Yes, Explain _____

Total Score: _____ / 36 = _____ %
(earned pts. / total points.)

Teacher / Staff Comments:

Behavior Intervention Plan

Name: _____

D.O.B.: _____

School : PMS

Hypothesis Statement:

It appears to the team that _____ (student) engages in (behavior descriptor)
 _____ in order to (function that the behavior serves)
 _____ when (circumstances or setting)_____.

Student's Individualized Goals:

- 1.
- 2.
- 3.

Intervention Plan:

A. General Education Classroom Interventions:

B. Accessing ALP from General Education:

.

C. ALP Classroom Interventions:

Assessment of Progress:

- 1.
- 2.

I have read and agree to the Behavior Intervention Plan

Student signature _____
 Parent(s) signature _____
 ALP Teacher _____
 Administration _____
 Teacher _____
 Teacher _____
 Teacher _____
 Teacher _____
 Other _____

Date _____
 Date _____
 Date _____
 Date _____
 Date _____
 Date _____
 Date _____
 Date _____

Parent/Guardian Contact Information

Primary Contact Person

Name: _____

Relationship to child: _____

Address: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

E-mail address: _____

Which method of communication do you prefer? _____

Special Instructions about contacting this person: _____

Secondary Contact Person

Name: _____

Relationship to child: _____

Address: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

E-mail address: _____

Which method of communication do you prefer? _____

Special Instructions about contacting this person: _____

Parent/Guardian Contact Log:

DATE/TIME	REASON	ACTION	METHOD

Transportation Consent Form

I hereby give my son/daughter _____ permission to be transported by the Ponaganset ALP staff, using the PMS ALP vehicle, during the course of any day throughout the school year (2011 – 2012) for educational purposes and other community based opportunities. You will be notified of all field based outings.

These outings are designed to be an extension of classroom learning. Students will be allowed to participate based on their academic/behavioral performance. The expectations for all students being transported or at the destination will be to comply with all school guidelines and procedures.

Parent/Guardian Signature

Date

Physical Restraint/Crisis Intervention Notification Form

The Alternative Learning Program was designed to ensure a safe and nurturing environment in concert with the school district's procedures regarding prevention and crisis intervention/physical restraint for safety promotion. Many behavioral strategies are employed to promote a positive school experience. However, at any time if a student's behavior poses a threat of imminent, serious, physical harm to self and or/others, physical intervention will be implemented. You will be notified of any restraint incident.

I have read and understand that in extreme situations, physical intervention may be employed to ensure the safety of everyone.

Parent/Guardian Signature

Date

Ponaganset High School will adhere to the Physical Restraint Regulations as defined by the State of Rhode Island and Providence Plantations Department of Elementary and Secondary Education and the Foster/Glocester Regional School District. These regulations outline all policies and protocols regarding physical intervention.

Signature Page

During the In-Take Conference for the Alternative Learning Program, I the parent/guardian of _____ met with the ALP teacher, school administration, and appropriate support staff. At this conference we discussed the Alternative Learning Program's expectations, procedures and protocols as outlined in this Informational Packet.

_____ I understand and support the Alternative Learning Program's expectations, procedures and protocols as outlined in this Informational Packet.

_____ I request additional information (verbal or written) regarding the Alternative Learning Program's expectations, procedures and protocols as outlined in this Informational packet. Please specify: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Intake Checklist

Student: _____

Date: _____

ALP Support Team has reviewed the following documents:

Special Education Evaluations and IEP (if applicable) _____

Attendance/Discipline Records _____

Transcripts/Report Card _____

Functional Behavioral Assessment _____

Team (PST, ET, IEP) recommendation documents
(including prior interventions, family contact, etc.) _____

ALP Support Team has determined the following goals:

1.

2.

3.

<u>Issue</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Additional Notes</u>

At the ALP intake meeting, the team will determine if a student is appropriate for ALP placement. A parent meeting will then be convened to review the program expectations.

Parent/Guardian Intake Checklist

Student: _____

Date: _____

ALP Support Team has reviewed the following documents with the student's parent/guardian:

ALP Informational Packet Signature Page _____

Release of Confidential Information (as needed) _____

Parent/Guardian Contact Information/Contact Log _____

Physical Restraint Notification Form _____

Transportation Consent Form _____

<u>Issue</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Additional Notes</u>

**ALP Support Team
Progress Summary
CONFIDENTIAL**

Date: _____

Progress Summary of all ALP Students: (circle)

Mid-Quarter

Quarter

Students with IEPs*:	Academic Concern	Behavior Concern

Regular Education Students:	Academic Concern	Behavior Concern

Academic Performance: The ALP will determine the level of concern based on the following criteria:

High: The student is failing three or more classes as evidenced by: report cards, progress cards, academic records via MMS.

Moderate: The student is failing one or two classes but data indicates concern in other classes as evidenced by: report cards, progress cards, academic records via MMS.

Low: The student is failing zero or one class but maintaining passing grades in other classes as evidenced by: report cards, progress cards, academic records via MMS.

Behavioral Performance: The ALP will determine the level of concern based on the following criteria:

High: The student has several behavioral concerns as evidenced by: office discipline referral, academic records via MMS; PRIDE Expectation Reflection sheets.

Moderate: The student has moderate behavioral concerns as evidenced by: office discipline referrals, academic records via MMS; PRIDE Expectation Reflection sheets.

Low: The student has minimal behavioral concerns as evidenced by: office discipline referral, academic records via MMS; PRIDE Expectation Reflection sheets.

**ALP Support Team
Student Review Form
CONFIDENTIAL**

Date of Meeting: _____

ALP Support Team Members: _____

<u>Student</u>	Status: Academic	Status: Behavior	Concern	Action/Responsible Party	Review Date

<u>Student</u>	Status: Academic	Status: Behavior	Concern	Action/Responsible Party	Review Date

Transition Checklist Grade 5 to Grade 6

Date: _____

<u>Staff Member</u>	<u>Signature</u>	<u>Staff Member</u>	<u>Signature</u>
ALP Teacher: PMS		School Psychologist	
Classroom Teacher:		School Social Worker	
Administration:		Other	
Other		Other	

PMS ALP Teacher, and staff from _____, has reviewed the following documents:
Elementary School

Special Education Evaluations and IEP (if applicable) _____

Date of Evaluations: Psychological: _____ Educational: _____ Other: _____

Date of IEP: _____

Report Card _____

Attendance/Discipline _____

Targeted Behaviors/Student Goals _____

Classroom Teacher Summary _____

<u>Issue</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Additional Notes</u>

At the ALP transition meeting, the team will schedule a student visit to the middle school ALP.
A parent meeting will then be convened in June to review the program expectations.

Transition Checklist Grade 8 to Grade 9

Date: _____

<u>Staff Member</u>	<u>Signature</u>	<u>Staff Member</u>	<u>Signature</u>
ALP Teacher: PHS		School Psychologist	
ALP Teacher: PMS		School Social Worker	
Administration: PHS		Other	
Other		Other	

PHS ALP Support Team, including staff from Ponaganset Middle School, has reviewed the following documents:

Special Education Evaluations and IEP (if applicable) _____

Date of Evaluations: Psychological: _____ Educational: _____ Other: _____

Date of IEP: _____

Transcripts/Report Card _____

Attendance/Discipline _____

Targeted Behaviors/Student Goals _____

ALP/Grade Level Team Summary _____

<u>Issue</u>	<u>Action</u>	<u>Responsible Party</u>	<u>Additional Notes</u>

At the ALP transition meeting, the team will schedule a student visit to the high school ALP. A parent meeting will then be convened in June to review the program expectations.